2011-2012 Annual Letter

The Leadership Challenge

Education is our passport to the future, for tomorrow belongs to the people who prepare for it today.
Courage is about having the firmness of conviction and heart to do those things that foster and support progress. Educational improvements won’t be found on the path of least resistance known as conformity. The status quo is the archenemy of student growth. Think about this - “doing things the way we’ve always done them” requires absolutely no leadership at all. How can we expect others to follow us if we are not going anywhere? Leadership and courage are synonymous concepts.

To become courageous superintendent leaders, we must have an undeniable, indisputable and unwavering commitment to be the best we can be. We need to be able to face others around us knowing that we had the courage to do what we believed was the right thing and especially as our decisions impact students.

Robert W. Christmann, Grand Island
Presidential Acceptance Speech September 26, 2010
Dear Colleagues,

Over the years, all of us who have had the privilege to serve as superintendents, have witnessed and demonstrated many acts of courage. Stephen R. Covey, in his book *The Seven Habits of Highly Effective People*, defines courage as the “willingness and ability to speak your thoughts and feelings.” Covey further describes a complementary trait of effectiveness, which he has labeled “Consideration: the willingness to seek and listen to others’ thoughts and feelings with respect.” Effective leaders attempt to balance courage and consideration in their relationships with others and when they are confronted with challenging situations.

**According to Michael Fullan:**

*Change leaders are parsimonious in using a small number of powerful forces that get breakthrough results – such as having immense moral commitment to a cause along with a clump of empathy with those they are dealing with. This combination of resolute leadership and empathy enables leaders to find alternative ways when they get stuck. They demonstrate persistence with flexibility but never stray from the core purpose.*

The past year in New York State has been one of the most challenging in recent memory. We have experienced a confluence of external forces which we have acknowledged while leading our districts with courage and consideration while never straying from the goal of creating opportunities for children. These forces include, but are not limited to: the property tax cap, political intervention, media spotlight, State Education Department reform efforts, natural disasters, negotiations between the State Education Department and New York State United Teachers, court decisions, and other developments.
Opposing the Tax Cap/Pushing for Mandate Relief

The Council strongly opposed the tax cap legislation, which became law. At the time of passage, most proponents acknowledged mandate relief was a necessity for school districts and municipalities to continue to be solvent and provide quality services for their constituents. To date, meaningful mandate relief has been virtually non-existent.

For the first time in my career, discussions related to school district insolvency are taking place across New York State. Poor districts cannot wait for meaningful mandate relief to occur. They are already on the verge of financial collapse. They need more state funding sooner rather than later. This reality seems to be falling on “deaf ears” as lawmakers bask in the bright light of their tax cap achievement. Their work is incomplete. Mandate relief is the missing component of the tax cap algorithm.

Mandate relief is directly tied to New York State’s educational reform efforts. Seventy to 80 percent of school budgets across New York are personnel-related costs (salary and benefits). New York State’s Taylor Law, for example, requires that all salaries and benefits be negotiated. If no agreement can be reached, the Triborough Amendment is applied. Generally speaking, Triborough mandates all provisions in an existing contract remain enforced until a successor agreement is reached. Most contracts have salary schedules that include automatic step increases. This means individuals receive raises even when there is not a contractual agreement.
The time has come for meaningful mandate relief. The Council has worked with business and other education leaders to form *Let New York Work* – a coalition calling for significant mandate relief in the following areas:
- Make the pension system predictable and affordable
- Redefine compulsory arbitration
- Freeze step increases when contracts expire
- Reduce costs of construction on public/private projects
- Establish minimum health insurance contribution levels for employees and retirees
- Ensure NO new mandates

Although one item, pension reform (Tier VI) of our six point agenda has been accomplished, there is still much to do. Tier VI is a long term solution and a positive step, but it will not provide the immediate relief needed for school districts and municipalities. We must continue to pursue our *Let New York Work* agenda with our coalition partners. The positions we have taken are not radical and reflect the reality of the current economic times.

As an example, point three of the agenda calls for step increases to be frozen when no contract is in place and point five requests minimum health insurance contributions for employees and retirees. Given the large percentage of school district budgets dedicated to human resource costs; it only stands to reason lawmakers address these areas if they are truly serious about mandate relief. If relief is not provided, districts will continue to be placed in the position of reducing staff and service to children on an annual basis to remain within the limits of the tax cap.

In addition, The Council has requested regulatory relief from the Board of Regents. The Council’s White Paper requests the Regents align their regulatory systems with their reform initiative. Specifically, the paper addresses:
- Demonstrated Competence vs. Seat Time
- Middle Level Requirements
- Academic Integration
- Flexibility
- Certification
- Statutory Change/School Year
- Accountability
Raising Concerns about New Teacher and Principal Evaluation Requirements

Annual Professional Performance Review (APPR) has consumed most of us during the past two years with the Race to the Top (RTTT) competitive federal funding driving the national agenda. The New York State APPR agenda has been defined by negotiations between two parties – state officials and New York State United Teachers (NYSUT). Superintendents and other educational groups were excluded from the process. When first confronted with this concern by The Council in 2010, then Commissioner Steiner was unapologetic, acknowledging our concern but holding fast to the belief that reaching an agreement with the union would not have been possible with more constituents at the table.

The resulting agreement Education Law § 3012-C, approved this year, is flawed in many ways. The Council, the APPR Implementation Task Force and staff from the New York State School Boards Association (NYSSBA), worked tirelessly to influence policy makers throughout this process - drafting and presenting sample bill and regulatory language, sharing superintendents concerns and explaining the potential unintended consequences of the law.

Toward the conclusion of the process, a major concern was raised over probationary teacher language. At the “eleventh hour,” we met with several of the Governor’s staff to explain the practical and legal implications of the proposed probationary teacher language. This resulted in insertion of favorable language into the Governor’s sponsors’ memo explaining his intent; that districts retained certain rights with respect to probationary teachers. This position was strongly supported by The Council and NYSSBA.

The premise that a consistent, high-quality, state-wide professional evaluation system can be achieved through collective bargaining is at best naive. There are over 700 school districts in New York State attempting to bargain an evaluation system. It only stands to reason that there will be several hundred local variations negotiated. How can this approach result in a coherent statewide system of evaluation and accountability that is fair to teachers and principals?

The agreement further complicated the system reform initiative by expanding the already comprehensive Taylor Law, which governs collective bargaining in New York State. The 2012 changes to the law did not restore balance to the collective bargaining process. Unions were given more power in the collective bargaining process.

Now, in the enacted State budget, state aid increases to support children may be withheld if a collective bargaining agreement is not approved by January 17, 2013. How does withholding state aid help children? I have negotiated for many years and have always respected those on the other
side of the table for their skill and determination. The bargaining process, however, is designed to negotiate terms and conditions of employment. Never once in my 34 years of negotiation experience has anyone ever asked at the bargaining table how children would be helped. Under the new law, who has the leverage? No agreement – no state aid increase. You tell me.

The flaws of this law go well beyond collective bargaining. The 700+ school districts in New York differ greatly in size, wealth, demographics, etc. As a result, districts have a wide and varying capacity to implement the new law. High need, low wealth districts will be particularly challenged to execute the law effectively and will require more assistance and resources to complete the required elements.

Finally, the constant issuing and reissuing of information, dates, training opportunities and overly ambitious timelines, has contributed to a chaotic condition related to the APPR implementation in school districts. If these issues are not addressed a promising reform goal will simply result in a compliance activity. Compliance is not what we want. We want a meaningful reform characterized by thoughtful, quality work that benefits children.
My frequent visits and interactions with superintendents, tell me that schools and districts are on “overload” and experiencing a great deal of stress. The New York State Education Department and political leaders must take the time and listen to the challenges being confronted by superintendents. These leaders should be mindful that superintendents have always supported the goal of the reform and superintendents are responsible for implementing and making the laws of New York State work. Superintendents want their reform efforts to result in quality opportunities for students and an accountability system which focuses on instructional improvement.

**Supporting the Governor’s New York Education Reform Commission**

The Governor’s Executive Order creating the Commission has presented the members with the following objectives:

- Find ways to improve teacher recruitment and performance, including the teacher evaluation system.
- Improve student achievement.
- Examine education funding, distribution and costs.
- Increase parent and family engagement in education.
- Examine the problem of high-need and low-wealth school communities.
- Find the best use of technology in the classroom.
- Examine New York’s education system to ensure it meets the needs of students while respecting the taxpayer.

The task force is charged with making recommendations for significant educational systems change. We commend the Governor for expanding Commission membership to include a superintendent representative.

Systems theorists, such as W. Edwards Deming, tell us if you want to know how to improve the system, ask the people in the system. We also know that the performance of anyone is largely governed by the system they work within. The inclusion of a superintendent on the Commission will serve to provide members with a realistic picture of the challenges facing school districts and provide all members with factual systems information. We will make sure that the Commission grasps the practical concerns of superintendents. We have been assured that the Commission will seek contributions from The Council and its members. In addition, The Council will be putting forth our own ideas as to what education in New York State should look like in the future. It is time for superintendents to present this vision.
Expanding Your Circle of Influence

“Your circle of influence includes those things you can affect directly. Your circle of concern includes all of those things you care about.”
- Stephen R. Covey, 26

Clearly, there have been decisions where our influence was not given weight equal to our concern. We have always asserted The Council’s representation “in the room,” whether invited or not.

As leaders, we must be courageous and continue to exert influence by expressing our thoughts honestly and respectfully. We must expand our circle of influence by remaining persistent and proactive. When we focus on those things we can influence, we know with each success our knowledge and experience continues to grow and our circle of influence will continue to expand. We must demonstrate to policy makers that having us at the table adds value to the process.

At a recent LEAF professional development session, Michael Fullan advised participants to look for the good and comply with the rest. Superintendents are messengers of hope and optimism to children and communities. Superintendents are courageous leaders who do not settle on the path of least resistance. We will continue to let policy makers know where we stand on the issues. We will not make excuses. We will, however, advocate for systems change because we know the mandated systems in place today are not sustainable. We are the “boots on the ground” supporting children and communities.
This year, schools faced major changes: APPR, ESEA Waivers, Common Core, Tax Cap, State Aid Cap, and lack of mandate relief. Despite these challenges, superintendents led the way, always remembering, Kids First in Every Decision.

We have faced difficult times in the past: huge state aid cuts, loss of federal education funding, changing regulations, and onerous laws. But through it all, superintendents led their schools to successes across the state, and you will continue to foster a sense of pride and accomplishment for all our students.

No matter how grim this year’s challenges seemed, one thing we can always guarantee - in September millions of students came to our schools to learn - and it’s our job to ensure they receive the best education that our children deserve and that our global economy demands. Kids must always come first.

Advocacy is changing. Superintendents are taking a more hands-on approach, continuing to work with teachers, parents and community members to ensure students receive the best education possible within the resources taxpayers can afford.

And at The Council, our advocacy program has been re-invigorated:

- We have launched the Leadership in Education Action Network, a grassroots advocacy tool to help educators, parents and community members connect with their legislators on important issues;
- Dozens of superintendents and hundreds of school students participated in Come to the Capitol for Kids, where educators and students alike came to Albany to meet with their representatives on important issues like funding, educational opportunities and mandate relief;
- The Council and its members have testified at Mandate Relief Council meetings, Governor’s Education Reform Commission panels, Senate and Assembly legislative hearings. Together with the Governor’s office, we convened a high-level discussion on mandate relief with a broad group of superintendents; and
- We stepped up federal lobbying efforts, organizing and conducting numerous federal lobby events.
At the same time, the Board of Regents, State Education Department and our Executive and Legislative leaders continue pursuing an extremely ambitious timeline for implementation of many educational reforms fueled by $700 million in Race to the Top funding.

The perspective of the superintendent is critical to education policy. Superintendents must do what policymakers should do: **balance what schoolchildren need with what taxpayers can afford.** Superintendents also play the pivotal role in translating policies enacted for the whole state into practices that can work in each of the diverse communities they serve and for the students they are charged with educating.

**THE COUNCIL** strives to be the leaders in presenting facts in policy debates, to explain how proposals would affect schools, the opportunities they provide for schoolchildren, and the costs they ask taxpayers to bear. We cannot match New York State United Teachers, the Parent Teacher Association or even the NYS School Boards Association in numbers, but we can surpass them in expertise.

At times, we vigorously disagree with the rhetoric of policymakers on education. But we can agree entirely on the bigger picture – we must strive to do better for our students. Our goal is to ensure that every student finishes school prepared to succeed in college or a career, and to go on learning.

The visibility of superintendents can be both an asset and a vulnerability. It gives us prominence to command public attention, but also makes us targets for political cheap shots. Sometimes caution is required in how we advocate. But there is never any need for us to be cautious in putting forward our own best ideas for how state policies must change to help schools produce the results our students need.

We have so far prevailed in some of the most painful advocacy challenges ever thrust directly upon superintendents. Now it is time for **THE COUNCIL** and its members to demonstrate the value of strong leaders, by developing and presenting our own agenda for the future of public education.
One of the goals of the Leadership for Educational Achievement Foundation, Inc. (LEAF, Inc.) is to “provide professional development to school leaders and district leadership team members by offering opportunities that are responsive to changes in expectations, timely, relevant, and affordable.”

Throughout the past year, LEAF offered a series of training opportunities to our membership as superintendents and lead evaluators worked to meet the new APPR training requirements as defined under the Commissioner’s Regulations, Section 100.2 (o). LEAF offered these training sessions based upon requests from superintendents across the State who expressed interest in having their state-wide professional organization, The Council, provide high-quality, timely options that could be used toward “lead evaluator” certification. Sessions included rich opportunities for participant sharing, reflection and practice, in addition to providing a wide variety of suggested activities for districts to incorporate into their leadership practice back home.

The sessions, Training for Lead Evaluators of Principals and Measuring Principal Effectiveness were facilitated by national consultants Dr. Joseph Murphy, of Vanderbilt University, Dr. Giselle Martin-Kniep, President of Learner Centered Initiatives, and Dr. Robert McClure, Superintendent-in-Residence, The Council. The programs provided practical tools and ideas for how to make the evaluation system meaningful.

In addition, LEAF developed the Subscription Service as a vehicle to support superintendents interested in providing opportunities for the ongoing development of their leadership teams. The service was designed to address the required APPR training elements, thus enabling superintendents to be certified by their boards of education as lead evaluators of principals.

We understand that the new APPR training requirements have put a strain on district resources and that the implementation timeline is less than ideal, but we also understand the importance of the evaluation.
process for teachers and principals. The goal of LEAF continues to be to provide our members with high-quality training and practical tools that will ultimately lead to improved teaching and learning.

In addition to providing training on APPR, LEAF continued to support aspiring and early career members by offering programs for cabinet members, the Future Superintendents Academy to a third cohort of administrators aspiring to the superintendency, and year-long Institutes for New Superintendents and those in their second and third year.

Our Leadership for Student Achievement series was held in Syracuse and provided teams the opportunity to work with renowned experts including Dr. Michael Fullan and Dr. Giselle Martin-Kniep. Teams worked on strategies to improve student achievement in their districts.

Another team-based program, Professional Learning Communities at Work, was offered by Dr. Rick and Becky DuFour. This was offered in collaboration with the New York State Association of Supervision and Curriculum Development (NYS ASCD), and was attended by over 100 educators over a two-day conference.

As LEAF, Inc. prepares for the coming year, meeting the needs of school leaders is essential.

LEAF, Inc. will continue to adapt to the changing education environment. Providing resources and programs for school leaders to develop the leadership skills necessary to serve New York’s school children is central to the missions of both The Council and LEAF.
STATEWIDE EVENTS

Emphasizing Community and Building Leadership Capacity

Conferences have been designed to offer professional development, emphasize the “Community of Superintendents,” build leadership capacity and convey essential information. They also play an important role with the revenue stream that supports The Council’s programs and services. They allow our Strategic Partners to access broader audiences and ensure that the marketing opportunities selected by sponsors justify their substantial investments.

Our conference attendance in fall 2011 remained steady though higher food prices and technology costs impacted overall profits. The 2012 Winter Institute saw an increase in attendance by almost 23 members continuing the upward trend of improved attendance. Lobby Day participation also grew in its participation and boasted improved legislative meeting coordination by The Council’s advocacy team.

Both fall and winter programs benefited from robust participation from LEAF, Inc. providing focused featured presentations and relevant skill building sessions. Future ideas from LEAF, Inc. include varied education tracks and pre- or post events focusing on a singular topic area.

As with anything The Council pursues, decisions are guided by extensive feedback from surveys about summit and institute planning.

This fall, High Quality Education: Beyond the Mandates, paired Dr. Yong Zhao’s (Associate Dean for Global Education, University of Oregon) presentation on creating global, creative and entrepreneurial students with Raymond J. McNulty’s (Chief Learning Officer for Penn Foster) discussion of becoming leaders of transformation. Our 2013 Winter Institute is highlighted by a presentation by Dr. Robert Ballard, President of the Institute for Exploration and famed explorer who found the sunken hulk of the HMS Titanic. Commissioner of Education Dr. John B. King, Jr. spoke at fall and will participate at Winter. The Winter Session opens with a discussion by award-winning educator, T.C. Roekle and her presentation, Leading Educational Change from the Inside.
LEGAL REPRESENTATION

Supporting Superintendents through a Two-Tiered System

The Council plays an active role in providing effective legal representation for superintendents. In-house legal services are provided directly from The Council and are considered the “first level.” These services include, but are not limited to, contract reviews and renewals, contract negotiations, general questions and assistance with retirement determinations.

We also represent new superintendents even before they join The Council as members. We offer a model contract that serves as a base for negotiating new agreements or a way to evaluate a current contract. This year the model contract was revised and updated to reflect the changing economic times and changes in the law. We also have a model interim contract for superintendents who work on a per diem or short-term basis.

We again offered a Level II Legal Service that provided direct legal representation in litigation or protracted negotiations. This year, subscribers to Level II Legal Services receive an enhanced retirement benefit that includes a consultation with a financial planner and quarterly newsletters regarding retirement issues.

Beyond representation, our legal service department prepares legal publications and articles to update superintendents on the latest court cases and regulatory changes, including monthly articles prepared for our Councilgram newsletter. We also hold two legal briefing workshops that provide timely and valuable legal information to members. The next session will be held in two locations across the state, one in November 2012 and one in Spring 2013.

The Council’s legal services department evaluates legal issues for individual superintendents on the basis of what it means to that superintendent. In addition, our counsel evaluates legal issues and takes appropriate steps when a particular issue also has greater application to the superintendency.
Exercising Fiscal Restraint

Just as you have exercised fiscal restraint in recent years, so has The Council. The budget increase for 2011-2012 was a 1.66% increase over the previous year. The Council’s 2012-2013 approved budget represented a 1.45% decrease over the prior year. We recognize and have been responsive to the existing financial climate.

Even during these economic times, The Council remains a vibrant and healthy organization. The combination of loyal members, extraordinary staff and committed strategic partners has resulted in a successful year. However, as you are experiencing, Council expenses continue to grow and current revenue sources are at maximum potential. We will continue to be creative in our search for new revenue and for efficiencies within the organization.
Strategic Partners
Providing Revenue to Support Programs Benefiting Superintendents

Our Strategic Partnership Program provides opportunities for outside organizations and companies to develop strategic and sustainable alliances and connections with K-12 educational leaders and school districts across New York State. Our partners promote and support trends in education while connecting leaders to the most current and effective tools and services in education.

It is vital for superintendents to understand how important it is to support this program. Strategic Partners provide a significant revenue stream, separate from those generated by dues and other Council activities, that funds our legal services, advocacy and professional development programs for superintendents that otherwise would not be available.

Our Strategic Partnership revenue has remained steady due to the merits of our partnership program and the opportunity for Strategic Partners to develop relationships with our members. Due to the continued struggling economy in 2011-2012, the landscape of our Strategic Partner program shifted. We found that many of our partners continued their partnerships with The Council but dropped their level of support to lower contract amounts; thereby increasing the total number of partnerships needed overall to reach previous years’ level of support.
Strategic Partners 2011-2012

The New York State Council of School Superintendents recognizes the following organizations for their support of The Council, our mission and our members:

Signature Partners
ECG Engineering, LLC
Ferrara, Fiorenza, Larrison, Barrett & Reitz, P.C.
K12 Insight
My Learning Plan Inc.
New York Schools Insurance Reciprocal (NYSIR)
NY Learns/3rd Learning
The Pike Company
Sussman Sales Company, Inc.

Premier Diamond Partners
Ameresco Inc.
Ashley McGraw Architects, P.C.
C&S Companies
Campus Construction Management Group, Inc.
Core BTS, Inc.
HSBC Bank USA, N.A.
HUNT Engineers, Architects, & Land Surveyors, PC
Mosaic Associates Architects
SEI Design Group
Siemens Industry, Inc.
   Building Technologies Division
Tetra Tech Architects & Engineers
Turner Construction Company
Utica National Insurance Group
STRATEGIC PARTNERS 2011-2012

Premier Platinum Partners
Cannon Design
Centris Group
   (IEP Direct/RTIm Direct)
CSArch Architecture/Engineering/
   Construction Management
VALIC
Vein Care of New York

Premier Gold Partners
Blue Channel Solutions
Clark Patterson Lee
College Board
CompassLearning
The Greenwood Corporation
New York State Financial
   Planning Network
Pupil Benefits Plan, Inc.
Teachscape
U.W. Marx Inc.

Premier Silver Partners
Advanced Academics
Annese & Associates, Inc.
Apple Inc.
BCK-IBI Group
Bernard P. Donegan, Inc.
Cisco Systems, Inc.
Discovery Education
Ecology & Environment Inc.
FranklinCovey Co.
The Futures HealthCore
   and Futures Education
Global Connect
Goldstein, Ackerhalt & Pletcher, LLP
Great Lakes Athletic Fields
Harris Beach, PLLC
Harter Secrest & Emery, LLP
Hawkins Delafield & Wood, LLP
Imagine Learning, Inc.
Infinite Campus/
   Custom Computer Specialists, Inc.
Kideney Architects, P.C.
LaBella Associates, P.C.
LeChase Construction Services, LLC
Lend Lease (US) Construction Inc.
Logical Choice Technologies/
   Promethean
LPCiminelli, Inc.
The NYBEST Agency
NYCLASS
Right Reason Technologies
Rowland Reading Foundation
School Aid Specialists, LLC
SchoolTool/
   Mindex Technologies, Inc.
Scientific Learning Corporation
SWBR Architects
Synthesis Architects, LLP
Triton Construction Company LLC
Verizon Wireless
Welliver
THE FUTURE OF YOUR COUNCIL

In contrast to some groups or organizations, we have maintained our membership, responded quickly and resourcefully to members’ professional development needs through LEAF, Inc., increased strategic partners and remained financially viable. In addition, our legal services provided needed support for our members and our advocacy team continues to have a strong presence at the Capitol and State Education Department.

We are not, however, taking this year’s success for granted. The future will be difficult and our goal is to continue to adapt to better meet your needs. We are already making aggressive use of technology and social media, and launched a new website with more online capabilities. We also redesigned our Councilgram newsletter with a theme “connecting the school leadership community.” We improved the overall quality with a new four-color design while simultaneously reducing production costs on this important communication tool. Internally, we are transitioning to a new database, which should be completed this fall. All of these changes are designed to improve our internal efficiencies and our services to our members.

We have also begun a strategic process, involving the entire Council staff. The process is based on the premise that we can create our future. To that end, future challenges are being identified and strategies are being devised to address them. We are also undertaking an internal systems review for the purpose of continuous improvement. We recognize that a strong and responsive organization is what will best serve you during this time of rapid change and limited resources.

Thank you for the courage you bring to your leadership role every day and thank you for all you do for the children of New York State.

Sincerely,

Robert J. Reidy, Jr., Ph.D.
Executive Director

WORKS CITED:


ANNUAL AWARDS

2011 Distinguished Service Award

The Distinguished Service Award is given in recognition of that one individual who has shown exemplary commitment to public education. The family of deceased District Superintendent Geoffrey H. Davis of the Hamilton-Fulton-Montgomery BOCES received THE COUNCIL’s highest honor for Geoff’s exemplary standards of educational service and leadership. The 2011 Distinguished Services Award was sponsored by Signature Partner New York Schools Insurance Reciprocal (NYSIR).

2012 New York Superintendent of the Year Award

The 2012 New York State Superintendent of the Year was presented to Henry L. Grishman, Superintendent of the Jericho Union Free School District at the 2012 Winter Institute. Mr. Grishman was then eligible to compete for the National Superintendent of the Year, presented by the American Association of School Administrators (AASA) at their annual conference in February. The award pays tribute to the talent and vision of the men and women who lead our nation’s public schools.

2012 Friend of the Council Award

At the 2012 Winter Institute, the Honorable James C. Dawson, Board of Regents of the NYS Education Department was awarded the Friend of THE COUNCIL for his unrelenting and conscientious service to the superintendents in his region. This award is given every year in recognition of a non-member’s contribution to THE COUNCIL and the field of education. The 2012 Friend of THE COUNCIL award was sponsored by Premier Platinum Partner CSArch Architecture, Engineering and Construction Management.

2012 Appreciation Awards

We recognized two superintendents with the Appreciation Award at our 2012 Winter Institute, in recognition of their efforts on behalf of our organization and its initiatives. This year, the award was presented to Jessica Cohen, District Superintendent of the Onondaga-Cortland-Madison BOCES and to Robert R. Ike, Superintendent of the Palmyra-Macedon CSD. The 2012 Appreciation Award was sponsored by Premier Silver Partner BCK - IBI Group.
2011-2012 OFFICERS

Marilyn C. Terranova  
President  
*Eastchester*

James T. Langlois  
President-Elect  
*Putnam-North Westchester BOCES*

Mary Beth R. Fiore  
Vice President  
*Elmira Heights*

Neil F. O’Brien  
Treasurer  
*Port Byron*

Robert W. Christmann  
Past President  
*Grand Island*

For a listing of our 2012-2013 Officers & Executive Committee, refer to [www.nyscoss.org](http://www.nyscoss.org).

2011 - 2012 Executive Committee

Maureen E. Donahue .................................................................Friendship (2013)
Laura Feijoo ........................................................................NYC Dept of Education (2013)
Lorna R. Lewis ........................................................................Plainview Old Bethpage (2013)
Ralph Marino, Jr. ......................................................................Horseheads (2013)
Philip G. Steinberg ..................................................................Pine Bush (2013)
Patricia Sullivan-Kriss ..............................................................Hauppauge (2012)
Cosimo Tangorra, Jr. ................................................................Ilion (2012)
Whitney K. Vantine .................................................................Tonawanda (2013)
HOUSE OF DELEGATES 2011-2012

Broome-Delaware-Tioga
Gerardo Tagliaferri
Susquehanna Valley

Capital Region
Valerie J. Kelsey
Schalmont
Susan M. Swartz
Scotia-Glenville

Cattaraugus-Allegany-Erie-Wyoming
Kevin L. Shanley
Cuba-Rushford
Colleen M. Taggerty
Olean

Cayuga-Onondaga
J.D. Pabis
Auburn City

Champlain Valley
John C. McDonald, Jr.
Ticonderoga

Delaware-Chenango-Madison-Oneida
Richard Hughes
Otselic Valley

Dutchess
Linda L. Kaumeyer
Pine Plains

Eastern Suffolk
John R. Gratto
Sag Harbor
Charles Russo
East Moriches
Susan A. Schnebel
Islip

Erie 1
James C. Bodziak
Frontier
Lynn M. Fusco
Alden

Erie 2-Chautauqua-Cattaraugus
Dennis E. Johnson
Holland
John A. O’Connor
Forestville

Franklin-Essex-Hamilton
Randy C. Richards
Lake Placid

Genesee Valley
Scott Bischoping
Livonia
Michael Wetherbee
Wayland-Cohocton

Greater Southern Tier
Kyle C. Bower
Hammondsport
Jeffrey A. Matteson
Canisteo-Greenwood

Hamilton-Fulton-Montgomery
Douglas C. Burton
Fort Plain

Herkimer-Fulton-Hamilton-Oneida
Robert A. Barraco
Richfield Springs

Jefferson-Lewis
Douglas E. Premo
South Lewis

Madison-Oneida
Frederick J. Bragan
Canastota

Monroe 1
Kevin C. McGowan
Brighton

Monroe 2-Orleans
Mark C. Davey
Gates-Chili

Nassau
Maureen Bright
Hicksville
Herbert R. Brown
Oceanside
David S. Feller
North Merrick
Phyllis S. Harrington
Oyster Bay-East Norwich
For a listing of our 2012-2013 HOD, refer to www.nyscoss.org.
During the Fall Leadership Summit meeting of the House of Delegates, members of the Commissioner’s Advisory Council (CAC) are selected. The BOCES are split into 13 regions, in addition to New York City. It also includes current Executive Committee Members, Past Presidents and the current President of LEAF, Inc.

The CAC meets three to four times per year to exchange ideas with the Commissioner of Education. Agendas are developed between the Executive Director of The Council and the Deputy Commissioner of Education and finalized by the Commissioner.

Members, by geographic region include:

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<th>Region</th>
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<td>I. Western</td>
<td>Erie I, Erie2-Chautauqua, Orleans-Niagara, Cattaragus-Allegany</td>
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<td>Representative: Roger Klatt, Barker CSD</td>
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<td>II. Central Western</td>
<td>Genesee Valley, Monroe 1, Monroe 2-Orleans, Wayne-Finger Lakes</td>
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<td>Representative: Don Raw, Jr., Canandaigua City SD</td>
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<td>III. Southern Tier</td>
<td>Steuben-Allegany, Broome-Delaware-Tioga, Otsego-Northern Catskills, Schuyler-Chemung-Tioga, Delaware-Chenango</td>
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<td>Representative: Kyle Bower, Hammondsport CSD</td>
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<td>IV. Central</td>
<td>Cayuga-Onondaga, Oswego, Onondaga-Cortland-Madison, Tompkins-Seneca-Tioga</td>
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<td>Representative: Sandra Sherwood, Dryden CSD</td>
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<td>V. Mohawk Valley</td>
<td>Herkimer-Fulton-Hamilton, Madison-Oneida, Oneida-Herkimer-Madison</td>
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<td>Representative: Robert A. Barraco, Richfield Springs</td>
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<td>VI. Ontario</td>
<td>St. Lawrence-Lewis, Jefferson-Lewis-Hamilton</td>
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<td>Representative: Susan Todd, Heuvelton CSD</td>
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<td>VII. North Country</td>
<td>Franklin-Essex-Hamilton, Clinton-Essex</td>
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<td>Representative: John McDonald, Ticonderoga CSD</td>
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<tr>
<td>VIII. Capital District</td>
<td>Capital Region, Washington-Warren-Saratoga-Hamilton, Hamilton-Fulton-Montgomery, Questar III</td>
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<td>Representative: Sally M. Sharkey, Cairo Durham (Susan M. Swartz, Scotia-Glenville, Alternate)</td>
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<tr>
<td>IX. Mid Hudson</td>
<td>Orange-Ulster, Dutchess, Ulster, Sullivan</td>
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<td>Representative: Maria Rice, New Paltz CSD (Alternate: Linda Kaumeyer, Pine Plains CSD)</td>
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<tr>
<td>X. Lower Hudson</td>
<td>Putnam-Northern Westchester, Rockland, Southern Westchester</td>
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<td>Representative: Phyllis Glassman, Ossining CSD (Alternate: Thomas Manko, Mahopac CSD)</td>
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<tr>
<td>XI. Nassau County</td>
<td>Representative: Herb Brown, Oceanside CSD (Alternate: Maureen Bright, Hicksville UFSD)</td>
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<tr>
<td>XII. Suffolk County</td>
<td>Representative: Thomas Shea, South Huntington UFSD</td>
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<tr>
<td>XIII. New York City</td>
<td>Representative: Laura Feijoo, NYC Dept of Education</td>
</tr>
</tbody>
</table>

For a listing of our 2012-2013 CAC, refer to [www.nyscoss.org](http://www.nyscoss.org).
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The mission of LEAF, Inc. is to be the premier organization offering comprehensive professional development to ensure the success of educational leaders and the students they serve through opportunities that are excellent in quality, pertinent in focus, and readily accessible to all.
The New York State Council of School Superintendents is a professional and advocacy organization with over a century of service to school superintendents in New York State. The Council provides its more than 750 members with numerous professional development opportunities, publications and personal services, while advocating for public education and the superintendency.